



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

bolt-hooks, to pass through the timbers, and iron clamps to bolt to the upper ends of the poles, are being made in the forge-room.

On another side of the square are to be four ladders 16 feet in length, which may be used either vertically or obliquely. The rungs for these are now being made from 1 × 1 inch hickory, the piece being first planed sixteen-sided, and then finished round in the lathe and the ends cut exactly by means of a "spoke-auger."

The description of this outdoor gymnasium will be continued as the work progresses.

TEXTILES.

CLARA ISABEL MITCHELL.

THE outline below is for a year's work in the textile arts, with suggestions as to lessons in related subjects.

FIRST GRADE.

Basketry.—Bags, baskets, and mats of braided raffia; small baskets of rattan.

Weaving.—Holders and mats of coarse carpet yarn, wool or cotton roving; curtains, rugs, and hammocks of coarse yarn for the doll-house, roving, or raffia; small rag rugs or mats.

Sewing.—Dust cloths of cheese-cloth cat-stitched with cotton yarn.

Embroidery.—Pen-wipers, needle-books, blotters, pin-cushion covers; small mats of canvas, linen, or leather, with cotton, linen, silk, or worsted threads.

NOTE.—Children's designs for these articles are, in most cases, corrected and traced on the material by the teacher.

Nature study.—Talks about clothing as protection to people. Use of cotton, linen, wool, silk, skins, fur, and felt. A few characteristic specimens of each kind of fabric classified, marked, and kept as part of the school museum. Examination of cotton plant; flax in various stages of manufacture; wool fleeces, yarns, and fibers, scoured and unscoured; the silk cocoon, worm, and fiber; animals' coats and furs. Planting and raising of cotton and flax in the window-box.

Simple stories and pictures of workshops, pastures, and factories where clothing processes are carried on. Lessons on the coverings of familiar plants and animals. Uses of skin, scales, hair, fur, wool, feathers, and shell, and adaptation of each to use.

History.—Stories about children of countries and civilizations different from our own—Eskimo, Indian, Chinese, Javanese; how they are dressed, and how they get their clothing.

Geography.—Excursions to sheep farms, factories, mills, and shops in which are carried on the weaving, spinning, designing, and sewing of clothing. Pictures of shepherd life, ranches, and herds; cotton fields; silk, linen, wool, and cotton industries. Lessons on the country, climate, and customs of the Eskimos, North American Indians, Javanese, Chinese.

Number.—Use of footrule in making small looms. Combinations and partitions in the number 12, learned and written as used. Use of yardstick in measuring yarns. Relation of foot to yard and of yard to foot. Relation of yard to half-yard; half-yard to yard; 36 to 18; 18 to 36. Square, triangle, oblong, and circle learned in making of designs.

Stories.—“Fair Snowwhite,” “Arachne,” “Robert Bruce and the Spider,” “The Life of St. Bridget,” “How Peggy Got a Pair of New Stockings,” childhood of Giotto.

Songs.—“Spin, Lassie, Spin,” “Baa Baa Blacksmith,” “Little Bo Peep,” “I Love Little Pussy,” “The North Wind Doth Blow,” “Foreign Children,” “Fair Snowwhite.”

Drawing and painting.—Recollection of things seen on excursions; illustration of history and geography lessons; designs and working drawings of things to be made; studies of cotton plant, silkworm, and flax plant; pupils dressed in costume of the countries studied; animals which illustrate peculiarities in covering.

SECOND GRADE.

Spinning.—Limited amount of wool and flax.

Dyeing.—Wool and cotton yarns stained with natural dyes. Experiments with iron rust, onion, coffee, tea, beet, berries, and barks and roots of familiar plants; cochineal, logwood, fustic, madder, indigo, Brazil wood. Alkalies, acids, and salts used as mordants.

Weaving.—Home-made and home-dyed yarns woven into mats, bags, cushion covers, holders, curtains, and rugs for playhouses. Baskets of rattan, Indian splints, raffia, native grasses, and reeds.

Needle-work.—Cross-stitch and crude satin-stitch patterns sewed in canvas or linen for mats, cushion covers, book-covers, and bags. Dressing of dolls needed for the playhouses or toy theater, for dramatization of stories, history or geography lessons.

Nature study.—Practical use of acids, alkalies, and salts in dyeing. Action, first of strong acids, then of dilute acids, on wool, cotton, linen, and silk fibers. Effect of alkalies. Use of litmus. Experiments to show effects of sunlight, soap, water, boiling, acids, and alkalies upon colors of dyed fabrics. Colors of the spectrum seen through the prism. Lessons on the coloration of fruits, flowers, leaves, insects, birds, and other animals; how coloration seems to affect the life and habits of individual plants and animals. Colors of our own landscape. Recording changes in color of landscape with rise and fall of temperature. Inventions in spindles, heddles, shuttles, and needles.

History.—Theories as to beginnings of the textile arts. Stories of earliest weaving. Mats, curtains, and baskets among cave men and Indians. Discovery of linen. Exchange of amber for wool leading to commerce. Inventions in textile processes—spindle, distaff, wheel. Methods of getting clothing in the period of hunter life. Domestication of animals leading to shepherd life. Early Aryans and ancient Hebrews as illustrations of shepherd life. Change from shepherd to agricultural life. Ancient lake dwellers of Switzerland. Methods of transportation among the peoples studied.

Geography.—Stories, pictures, and stereopticon views of the routes over which textile fibers and fabrics are transported from their sources to our own city. Excursions to wharfs, freight-houses, and warehouses. Nomads of Arabia as present types of shepherd life. Deserts and life in the deserts. Excursions to sand dunes, to oriental rug shops, to botanical gardens to see specimens of tropical vegetation. Stories and pictures of the cotton-growing regions of our own country, of the West Indies, of Egypt, and of India. The forests from which dye-woods are gathered. Forests and mountains as background of hunter life. Plains and highlands as grazing grounds. Valleys as agricultural regions.

Number.—Use of footrule in making loom. Halves, fourths, thirds, sixths, and twelfths of a foot; combinations in 12; yard. Use of metric scale in weighing of dye substances. Table for liquid measure as needed in measuring water in dyeing. Square inch, square foot, and square yard in making designs. Use of compasses in making of circle; use of terms "radius," "diameter," "circumference," and "area." Telling of time. Table of time. Table of United States money; making change inside of one dollar; keeping of expense books and accounts within one dollar; processes of addition, subtraction, and multiplication with use of symbols—all to be taught as needed in the buying of materials.

Literature.—Bible stories of Abraham, Isaac, Jacob, and Joseph as expressive of shepherd life. Indian myths as belonging to hunter life. Stories and verses emphasizing the colors in flowers, trees, fruits, leaves, insects, birds, and other animals; change of season; wind, frost, clouds as partial causes of the color changes of the year.

Songs.—“The Ladybird,” “Come, Little Leaves,” “The Garden Bed.”

Drawing and painting.—Subjects similar to those for the first grade. Special emphasis on the coloration of the animals and plants studied.

HOME ECONOMICS.

A LICE P. NORTON.

COOKING IN THE PRIMARY GRADES.

ONE of the common objections to the introduction of cooking into the schools is the lack of time for such work.